

PRIDE OF THE PLAINS



BACKPACK ADVENTURE

Kindergarten

Name _____

Dear Teacher/Leader:

Hello and welcome to the Pride of the Plains backpack adventure! Throughout this journey your students will be observing, counting, adding, collecting information, describing, and inquiring about many different species of animals. All of the answers for the questions will be provided for you below each mission. Help your students if they have questions—but don't give them the answers! NOTE: ALL ANIMALS MAY NOT BE EXHIBIT DUE TO WEATHER OR OTHER CIRCUMSTANCES; THE TOTALS GIVEN BELOW IN EACH MISSION ARE OF THE NUMBER OF ANIMALS IN OUR COLLECTION.

MISSION #1

Are you ready to see some animals! As you walk through the Pride of the Plains, count how many animals you can see. The first animals you should see are meerkats.

How many meerkat(s) do you see?

There are eight (8) meerkats total, two (2) on the south side and six (6) on the north side of the exhibit

What color are the meerkat(s)? Draw a picture of one.

use provided crayons

What are the meerkats doing (running, digging, sleeping)?

Is it **HOT** or **COLD**?

circle the right answer



TEACHER/LEADER:

The meerkat exhibit is separated into two parts by a glass wall, on the south side are two (2) meerkats and on the north side there are six (6) meerkats. NOTE: they may not all be out at the same time, just have your students count how many they see that day.

STANDARDS

SCIENCE (1.1.1, 1.1.4, 1.1.5, 3.1.3)

STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

INDICATOR 5 Describe an observation orally or pictorially.

STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.

MATH (1.2.3a, 3.2.2d)

STANDARD 1 (NUMBERS AND COMPUTATION)

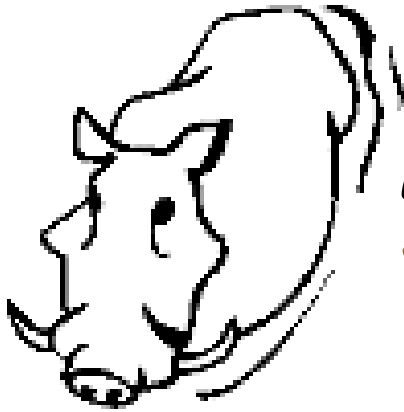
BENCHMARK 2 Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

KNOWLEDGE BASE INDICATOR 3A counts whole numbers from 0 through 20

STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATORS 2D compares two measurements using these attributes: hotter, colder



MISSION #2 WARTHOGS!

I see _____ warthog(s).

THERE ARE TWO (2) WARTHOGS

What color is a warthog?

BROWN, BLACK, ETC.

Do you see something sticking out of the warthog's mouth?

YES

NO

What do you think they are? Draw a picture of a warthog.

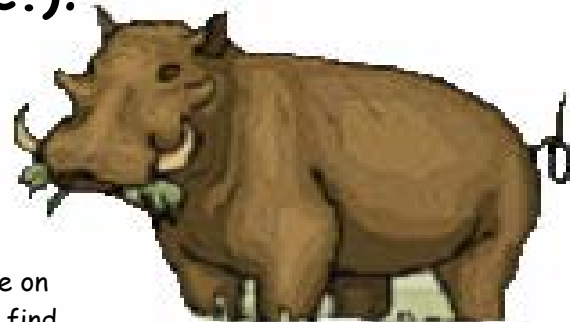
They are teeth! The warthog uses them to defend himself/herself against predators and dig in the dirt.

What are the warthogs doing (sleeping, walking, playing in the mud, etc.)?

Is it **HOT** or **COLD**?
CIRCLE ONE

TEACHER/LEADER:

We have two female/girl warthogs in this exhibit. They should be on exhibit, but it depends on the weather. More than likely you will find them laying in the mud/water just resting or sleeping. The tusks sticking out of the mouth are actually special teeth that are used for defense. NOTE: The warthog exhibit is also the "watering hole" where all the African animals come to drink. Keep an eye open for lots of different animal tracks.



STANDARDS

SCIENCE (1.1.1, 1.1.4, 1.1.5, 3.1.3)

STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects.

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

INDICATOR 5 Describe an observation orally or pictorially.

STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.

MATH (1.2.3a, 3.2.2d)

STANDARD 1 (NUMBERS AND COMPUTATION)

BENCHMARK 2 Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

KNOWLEDGE BASE INDICATOR 3A counts whole numbers from 0 through 20

STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATORS 2D compares two measurements using these attributes: hotter, colder



MISSION #3

LIONS!

How many lion(s) do you see?

There are two (2) lions

I am **BIGGER** or **SMALLER** Than a lion.

CIRCLE ONE

What color are the lions?

Yellow, brown, black, blonde, etc.

Why do you think one lion has more hair around its head? Draw a picture of that lion. Why does he have all that hair?

The lion with all the hair around his head is the male/boy lion. He has all that hair to protect his neck when he gets in a fight

What are the lions doing?



Is it **HOT** or **COLD**?

CIRCLE ONE

TEACHER/LEADER:

We did have three lions in the past—two females and one male. One female was sent to Garden City in January 2003. We now have one female (Nemesis) and one male (Majola). The lions usually hang around the viewing window on the rocks during the colder months (the rocks are heated). During the summertime, Majola is on Pride Rock (large rock in the center of the exhibit) or if it's really hot they try to get in the shade. NOTE: Lions are very lazy, just like housecats—they will sleep up to 20 hours a day (so don't be surprised if they're sleeping)!

STANDARDS

SCIENCE (1.1.1, 1.1.4, 1.1.5, 2.1.1, 3.1.3)

STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects.

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

INDICATOR 5 Describe an observation orally or pictorially.

STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.

MATH (1.2.3a, 3.2.2d, 3.2.2c)

STANDARD 1 (NUMBERS AND COMPUTATION)

BENCHMARK 2 Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

KNOWLEDGE BASE INDICATOR 3A counts whole numbers from 0 through 20

STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 2D compares two measurements using these attributes: hotter, colder

KNOWLEDGE BASE INDICATOR 2C compares two measurements using these attributes: heavier, lighter

MISSION #4

HUNTING DOGS!

I see _____ HUNTING DOG(S).

There are four (4) male hunting dogs.

HOW many colors do you see on the HUNTING DOG'S fur?

There are at least five (5) distinct colors, as well as various "shades" of colors. You should see yellow/blonde, dark brown, light brown, white, and black.

Draw a picture of a HUNTING DOG.

Why do you think they have so many colors?

No two dogs have the same color pattern; they have different colors so they can recognize one another.

What are the HUNTING DOGS doing?



Is it **HOT** or **COLD**?

TEACHER/LEADER: CIRCLE ONE

Sedgwick County Zoo has four African hunting dogs (sometimes called African wild dogs) all of which are brothers from one litter. It may be hard to believe, but the keepers can easily tell them apart by looking at their markings. Just like zebras and tigers, no two hunting dogs have the exact same markings. If it is a hot day, the hunting dogs will probably be laying down by the rocks in back of the exhibit—in the cool shade. NOTE: If you see the dogs "fighting" don't be alarmed, most of the time they are just playing.

STANDARDS

SCIENCE (1.1.1, 1.1.4, 1.1.5, 2.1.1, 3.1.3)

STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All student will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 1 Identify characteristics of objects.

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

INDICATOR 5 Describe an observation orally or pictorially.

STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

STANDARD 3 (LIFE SCIENCE)

BENCHMARK 1 All students will develop an understanding of the characteristics of living things.

INDICATOR 3 Observe living things in various environments.

MATH (1.2.3a, 3.2.2d)

STANDARD 1 (NUMBERS AND COMPUTATION)

BENCHMARK 2 Number Systems and Their Properties—The student demonstrates an understanding of whole numbers with a special emphasis on place value in a variety of situations.

KNOWLEDGE BASE INDICATOR 3A counts whole numbers from 0 through 20

STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 2D compares two measurements using these attributes: hotter, colder

MISSION #5

FOOTPRINTS!

Animals footprints come in all shapes and sizes! Use a crayon to draw a picture of the biggest, smallest, and a middle footprint. Can you guess which animal they belong to?

BIGGEST

MIDDLE

SMALLEST

TEACHER/LEADER:

You may have to help your students find some of the footprints that are scattered throughout the exhibits in the concrete paths. They can either draw the footprint on the paper or put the paper on the ground and do a "rubbing" of the footprint. WE WILL PROVIDE TEACHERS/LEADERS WITH A LARGE CRAYON TO DO FOOTPRINT RUBBINGS. NOTE: Near the watering hole, there are some footprints of animals that are NOT on exhibit (i.e. birds, hippos, etc.) Look at the track guide to find the footprints of the animals that are on exhibit.

STANDARDS

SCIENCE (1.1.2, 1.1.3, 2.1.1, 2.1.3)

STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All student will be involved in activities that develop skills necessary to conduct scientific inquiry.

INDICATOR 2 Classify and arrange a group of objects by a variety of characteristics.

INDICATOR 3 Use appropriate materials and tools to collect information.

STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

INDICATOR 3 Separate or sort a group of objects or materials by properties.

MATH (3.2.2A)

STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 2A compares two measurements using these attributes: longer, shorter

MISSION #6

LION STATUES!

Compare yourself to the lion statues.

Circle the right answer.

Is your leg **LONGER** or **SHORTER** than the big lion's leg?

Is your head **BIGGER** or **SMALLER** than the big lion's head?

Is your body **BIGGER** or **SMALLER** than the baby lion's body?

Are you **TALLER** or **SHORTER** than the baby lion?

Do you think you are **HEAVIER** or **LIGHTER** than the big lion?

TEACHER/LEADER:

Please be cautious when your students perform this mission. Children are allowed to get on the rocks by the lions—but for their own safety, keep them from "climbing" on the lions. Have them compare themselves to both the adult lions and the cubs. They can use a ruler to measure their body and compare it to the statues, or just stand next to the statues and compare.

STANDARDS

SCIENCE (1.1.3, 1.1.4, 2.1.1)

STANDARD 1 (SCIENCE AS INQUIRY)

BENCHMARK 1 All students will be involved in activities that develop skill necessary to conduct scientific inquiry.

INDICATOR 3 Use appropriate materials and tools to collect information.

INDICATOR 4 Ask and answer questions about objects, organisms, and events in their environment.

STANDARD 2 (PHYSICAL SCIENCE)

BENCHMARK 1 All students will develop skills to describe objects.

INDICATOR 1 Observe properties and measure those properties using age appropriate tools and materials.

MATH (3.2.2A, 3.2.2B, 3.2.2C)

STANDARD 3 (GEOMETRY)

BENCHMARK 2 Measurement and Estimation—The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

KNOWLEDGE BASE INDICATOR 2 compares two measurements using these attributes:

KNOWLEDGE BASE INDICATOR 2A longer, shorter

KNOWLEDGE BASE INDICATOR 2B taller, shorter

KNOWLEDGE BASE INDICATOR 2C heavier, lighter

READING

STANDARD 1 (READING) The student reads and comprehends text across the curriculum.

BENCHMARK 1 The student uses skills in alphabetics to construct meaning from text.

INDICATOR 3 Distinguishes letters from words by recognizing that words are separated by spaces.

BENCHMARK 2 The student read fluently.

INDICATOR 1 Demonstrates an understanding of concepts of print (e.g. front-to-back, top-to-bottom, left-to-right) and begins to track print.

INDICATOR 2 Locates periods, question marks, an exclamation points.

INDICATOR 3 Imitates the rhythm of speech in emergent oral reading.

BENCHMARK 3 The student expands vocabulary.

INDICATOR 2 Uses picture clues to identify unknown words and meanings.

BENCHMARK 4 The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

INDICATOR 3 Uses pictures, content, and prior knowledge to make predictions.

INDICATOR 4 Responds logically to literal, inferential, and critical thinking questions before, during, and after listening to the text.

INDICATOR 5 Uses picture clues, text, and prior knowledge to make inferences and draw conclusions.

INDICATOR 6 Develops awareness of text structure (e.g. sequence and problem solution).

INDICATOR 7 Sequence 2-3 events in order.

INDICATOR 10 Uses words and pictures to write a retelling providing the important events and information from the text.

(STANDARD 2 DEALS WITH EXHIBIT GRAPHICS)

STANDARD 2 (LITERATURE) The student responds to a variety of text.

BENCHMARK 1 The student uses literacy concepts to interpret and respond to text.

INDICATOR 1 Identifies and discusses character(s) in literature.

INDICATOR 2 Identifies and talks about events in the story and why they are important.

INDICATOR 3a Uses pictures and/or words to retell narrative text providing the character(s), setting problem and resolution.

STANDARD 4 (RESEARCH) The student applies reading and writing skills to demonstrate learning.

BENCHMARK 1 The student uses effective research practices.

INDICATOR 2 Asks questions about a topic being studied or an area of interest.

INDICATOR 4 Finds information, with guidance, appropriate to task (e.g. print and non-print).

INDICATOR 5 Observes the recording of relevant information.

INDICATOR 6 Shares information.